



Behavior Intervention Plans (BIPs)

A behavior intervention plan (BIP) is a written improvement plan created for a student based on the outcome of the [functional behavioral assessment \(FBA\)](#). The FBA should identify what is maintaining or causing a challenging behavior, and the BIP specifies the actions to take to improve or replace the behavior. A BIP is not a punishment but an individualized plan for success with more intensive supports and oversight. A BIP could result in changes in instruction, types of support or intervention, or the environment. A BIP focuses on teaching alternate behaviors to meet the child's needs and serves the same function as the behavior of concern. The process of creating a BIP is led by the individualized education program (IEP) team and includes the parents, teachers, support staff, and the student.

When a BIP May Be Needed

BIPs are not created for every child, every situation, or only students with individualized education programs (IEPs) or 504 plans. Any child having difficulty with behavior can have a BIP. A BIP is intended to support children who have behaviors interfering with learning at school. If a child has an IEP or 504 plan, the team will decide if an FBA and BIP are needed. According to the *Individuals with Disabilities Education Act (IDEA)*, if a child's disability (including learning and thinking differences) is causing a challenging behavior to interfere with the child's learning or the learning of others, the school must consider whether the child needs positive behavior supports and other strategies, which may include an FBA and a BIP, to reduce or eliminate the behavior and its resulting impact on learning.

What is in the BIP?

The BIP includes the following:

What is happening.

Definition of the problem (target) behavior, defined specifically.

Why it is happening.

Information collected in the FBA and what is maintaining the behavior of concern.

How to replace the behavior.

Uses positive strategies to encourage acceptable behavior.

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BIP Outcomes

For BIPs to have good outcomes, it is very important to have an accurate FBA and understand what is maintaining the behavior of concern (also called the function of the behavior). Interventions and supports are based on what is maintaining the behavior. Therefore, if interventions are based on accurate data, it is more likely the intervention will work. Likewise, if inaccurate data is collected in the FBA, interventions in the BIP are less likely to work. Measurements should be in place to ensure the child is making progress in the BIP. It is also important to review the BIP on a regular basis to make sure the interventions and supports are working and needed. Sometimes the BIP needs to be changed or different interventions used if the child is not making progress.

BIPs and Positive Behavioral Interventions and Supports (PBIS)

BIPs are included in [PBIS](#) Tier 3 interventions for students exhibiting more severe behavior and who have not responded to Tier 1 or Tier 2 supports. The FBA results help create the BIP and assures the student and family needs are central in supporting students with more complex needs.

Resources



[Michigan Alliance for Families:
Behavior Intervention Plans](#)

- Center for Parent Information & Resources
[Behavior at School](#)
- Positive Behavior Interventions and Supports (PBIS)
 - » [Disability](#)
 - » [PBIS: A Brief Introduction and FAQ](#)
- U.S. Department of Education
[Individuals with Disabilities Education Act \(IDEA\):
Behavior Intervention Plans](#)